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THE QUALIFICATIONS AND PROFESSIONAL RESPONSIBILITIES OF VOCATIONAL DIRECTORS AT THE LOCAL DISTRICT LEVEL IN THE STATE OF UTAH.

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BECAUSE UTAH REQUIRES LOCAL SCHOOL DISTRICTS TO EMPLOY VOCATIONAL DIRECTORS, A STUDY WAS UNDERTAKEN TO DETERMINE THEIR QUALIFICATIONS, RESPONSIBILITIES, AND DUTIES. DATA WERE OBTAINED FROM PERSONNEL IN 37 OF THE 40 SCHOOL DISTRICTS IN UTAH, 37 OF 50 STATE VOCATIONAL EDUCATION DIRECTORS, 48 TEACHER TRAINING INSTITUTIONS IN THE NATION, THE U.S. OFFICE OF EDUCATION, AND A REVIEW OF LITERATURE. THREE-FIFTHS OF THOSE SURVEYED INDICATED THAT A LOCAL DIRECTOR SHOULD HAVE A MASTER'S DEGREE, PREPARATION IN A VOCATIONAL SUBJECT, AND HOURS IN SCHOOL ADMINISTRATION. ONE-THIRD RECOMMENDED 3 YEARS OF INDUSTRIAL WORK EXPERIENCE, AND ONLY 10 PERCENT BELIEVED WORK EXPERIENCE TO BE NONESSENTIAL. ONE-THIRD BELIEVED THAT A GENERAL SECONDARY TEACHING CERTIFICATE WAS NECESSARY, AND TWO-FIFTHS AN ADMINISTRATIVE CERTIFICATE. LESS THAN ONE-HALF OF THE TEACHER EDUCATION INSTITUTIONS AND 16 PERCENT OF THE STATE DEPARTMENTS REPORTED HAVING A TRAINING PROGRAM FOR LOCAL DIRECTORS. PRIOR TEACHING EXPERIENCE OF 3 OR 5 YEARS WAS RECOMMENDED BY TWO-FIFTHS AND ONE-THIRD, RESPECTIVELY. THREE-FOURTHS RECOMMENDED THAT THE DIRECTOR BE DIRECTLY RESPONSIBLE TO THE SUPERINTENDENT. ALL OF THE VOCATIONAL DIRECTORS CONTACTED HAD ATTENDED A WORKSHOP OR CONVENTION DURING THE PRECEDING YEAR. AMONG THE DUTIES OF DIRECTORS WERE (1) BUDGETING, (2) REPORTING, (3) DIRECTING WORK STUDY AND ADULT PROGRAMS, (5) CONTACTING EMPLOYERS AND EMPLOYMENT SERVICE, (6) RECOMMENDING ADVISORY COMMITTEE APPOINTMENTS, (7) HOLDING CONFERENCES, (8) CONDUCTING INSERVICE TRAINING PROGRAMS, (9) MAINTAINING PUBLIC RELATIONS, AND (10) RECOMMENDING FACILITY IMPROVEMENT. IT WAS RECOMMENDED THAT DIRECTOR TRAINING PROGRAMS BE DEVELOPED AND CERTIFICATION CRITERIA BE ESTABLISHED. (JM)

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Produced by the Utah Research Coordinating Unit
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SUMMARY

At least three-fifths of the surveyed individuals indicated that the local vocational director should possess a Master's degree or education beyond. Less than one-fourth of the respondents indicated that the Bachelor's degree plus hours would be sufficient.

More than three-fifths of the queried individuals noted that the local vocational director should have academic preparation in at least one of the vocational subject areas that would relate to his duties as a vocational director, plus hours in school administration that would also relate to his duties.

One-third of the individuals responded that the local vocational director should have at least three years of industrial work experience, or its equivalent. On the extremes, less than 10.0 per cent indicated that industrial work experience wasn't essential to the preparation of the local vocational director, whereas, nearly 20.0 per cent noted that the director should have at least five years industrial work experience. The comment was made by several individuals that the purpose of the work experience was to establish individual competencies and this could not be determined in terms of years.

The type of teaching certificate to be held by the local vocational director brought varied responses. One-third of the individuals indicated the director should hold at least a general secondary certificate. Two-fifths responded that the director should be qualified to hold an administrative certificate. Slightly less than one-third of the individuals indicated that the local director should have a trade and industrial certificate.

Slightly less than one-half of the teacher training institutions

reported having specific programs for the training of local vocational directors. At the present time only about 16 per cent of the state departments responding had a specific program in operation for vocational director training. An encouraging note for the growth of the program is indicated by the fact that nearly 50 per cent of the state departments responded that they were planning specific training programs to be implemented in the near future.

The number of years prior teaching experience desired for the local vocational director was divided into two specific groups. Slightly more than one-third of the respondents indicated that at least five years prior teaching experience was desired and nearly two-fifths of the total number responded that at least three years prior teaching experience was necessary for the local director before he assumed the responsibilities of the vocational director.

The survey points out in regard to the vocational directors place within the organizational framework of the school system, that three-fourths of the contacted individuals placed him directly responsible to the superintendent of the school district.

In determining the route of director-teacher communications nearly one-half of the respondents indicated that unless prior arrangements had been agreed upon, the vocational director should contact the principal of the school before approaching the vocational teacher.

The local vocational directors have been quite active in attempting to up-grade their abilities and knowledge in the vocational areas. In all, 100.0 per cent of the local directors reporting had attended a vocational workshop or convention in the past year. Over four-fifths of these individuals had attended the annual Utah State University fall workshop.

It was determined by the results of the survey that the duties listed in the questionnaire were all deemed to be important functions or responsibilities of the local vocational directors. It should be pointed out that the size of the district and the extent of the program will determine the extent of participation by the director. In many instances, in a large district, the director will need to have an adequate staff at his disposal and therefore he will be able to delegate many of these functions to various staff members. In small districts, many of these responsibilities and functions will not exist, thereby limiting his activities.

The following duties were determined to be vitally important to the functions of the local director by at least 65 per cent of the queried individuals:

1. Prepare the yearly budget for the vocational programs.
2. Prepare reports for program reimbursement.
3. Direct the work-study program of the school system.
4. Direct adult education programs.
5. Contact employers to reveal possible vocational training areas.
6. Maintain continuing contact with employment service representatives.
7. Make recommendations for advisory committee appointments.
8. Hold conferences with vocational teachers and counselors for updating purposes and solicit suggestions for program improvement.
9. Supervise maintenance of equipment, property and facilities.
10. Conduct in-service training programs for vocational teachers and counselors.
11. Public relations concerning the vocational program.

12. Review and improvement of the vocational curriculum.

13. Make recommendations to the local administrator for facility improvement.

14. Recommend and assist in the selection of vocational instructors.

15. Formulate policies concerning the vocational programs and personnel.

16. Make supervisory visits to classes and stations for program improvement.

17. Retain the services of the state specialist and other vocational consultants.

18. Attend, local, national and regional conferences and workshops.

19. Maintain library facilities for instructional materials.

20. Keep constantly informed on the job outlook.

The following duties were determined to be of lesser importance, but nevertheless, functions of the local vocational director:

1. Contact prospective employers for participation in cooperative programs.

2. Responsible for the O.E.O. programs conducted in the school.

3. Purchasing and record keeping of government surplus property.

4. Personal contact with parents to acquaint them with the vocational program.

5. Responsible for student placement in the work-study program.

6. Make staff curricular assignments.

7. Organize and supervise craft advisory committees.

RECOMMENDATIONS

1. There is a definite need for the adaptation of a specific program for the preparation and training of vocational directors.

2. Definite certification criteria should be established, with a certificate based upon an overall training and preparation program.

3. The state higher education institutions should be encouraged to establish training programs for the preparation of vocational directors.

4. Because of the nature of the position, the vocational director should have training in both vocational education and facets of school administration.

5. The vocational director should be encouraged to attend more regional and national vocational workshops and conferences for the purposes of gaining background, knowledge, and up-dating his present philosophies of vocational education. Time and money for expenses of such meetings should be budgeted into the program.

Chapter I

STATEMENT OF THE PROBLEM

Throughout the state of Utah, local school districts have been required to employ a vocational director and with limited guidelines, individuals were either employed or delegated to this position. The questions have now been raised as to what particular qualifications these individuals should have and what duties are important to their position.

Three basic questions underlie this study. These are:

1. What are the qualifications desired for these individuals?

2. What professional responsibilities should these individuals perform?

3. What duties are important in the function of these individuals?

PURPOSE OF THE STUDY

The main purposes of the study were to obtain reliable data and to analyze and interpret these data so that a reliable conclusion could be obtained with respect to the characteristics of these directors and the duties and functions of the people holding these positions. It was not the purpose of the study to evaluate the competency of these individuals nor the schools they serve.

The characteristics surveyed included the following:

1. The minimum level of academic preparation.

2. Should the academic preparation of the director be in a specific subject area(s)?

3. Should the director have prior work experience in one of the vocational areas? If so, how many years?

4. What teaching certificate should the director be qualified to hold?

5. What is the minimum number of years teaching experience the director should possess?

6. What is the most desirable route of director-teacher communications?

7. What is the desirable placement of the director in the school organizational makeup?

The functions surveyed included the following:

1. Financial reporting.
2. Responsibility for work-study programs.
3. Administering cooperative programs.
4. Adult education programs.
5. Public relations.
6. In-service programs for personnel.
7. Record keeping.
8. Purchasing.
9. Maintenance of equipment, property, and facilities.
10. Curriculum changes and up-dating.
11. Staff selection and assignments.
12. Policy making.
13. Supervisory visits.
14. Retaining services of state specialists and other vocational consultants.
15. Conference and work-shop attendance.
16. Maintenance of library facilities.

PROCEDURE

This investigation is a descriptive and analytical survey of the qualifications and professional responsibilities of local district directors in the state of Utah. The purpose of the study is to describe and reveal these qualifications and professional responsibilities.

The data of this study were obtained from the following sources:

1. A review of literature pertaining to the qualifications and duties of vocational directors at the local district level.

2. A nation-wide survey of state vocational directors and teacher-training institutions.

3. The U. S. Office of Education.

4. A state-wide survey of superintendents, district vocational directors and select vocational teachers.

SOURCE OF DATA

Data were obtained from 37 of the 40 school districts in Utah. All public secondary schools in the 37 districts contributed data; some from the superintendent of the district, some from the district vocational director, others from the vocational teachers, and in many cases from all three sources.

Instruments were received from 29, or 72.5 per cent of the superintendents contacted; 29, or 87.9 per cent of the vocational directors, and 60, or 81.1 per cent of the vocational teachers queried.

So that a broad overview of the subject be obtained, the state directors of vocational education in all 50 United States were contacted, with 37, or 74.0 per cent responding. In addition, 48 teacher-training institutions located throughout the United States were contacted. These

schools were selected because they are involved in the training of vocational education teachers. Instruments were received from 43, or 89.6 per cent of the contacted institutions.

Beginning in the summer of 1967, the questionnaires were prepared and distributed to various interested persons for recommendations and revision. The instruments were reviewed by various industrial and technical education personnel as well as by state department officials.

The finalized instruments were mailed in September, 1967, to the select individuals.

All data obtained were analyzed and tabulated at Utah State University.

Chapter II

THE FINDINGS OF THE SURVEY

This chapter presents the findings of this study based on the data collected through the questionnaires sent to selected individuals throughout the United States and the state of Utah. The data concerning the institutions are based upon returns from 43 of the 48 schools contacted. The data concerning state departments of vocational education are based upon returns from 37 of the 50 states contacted. The data concerning the state of Utah are based upon returns from 29 of 40 superintendents, 29 of 33 local vocational directors and 60 of 74 select teachers of vocational subjects.

The data for each surveyed characteristic and responsibility are reported with percentages being utilized for the purpose of comparison. The percentages in all cases are based upon the number of responses for each question on the questionnaire. All percentages have been rounded to the nearest one-tenth.

The first question asked pertained to the desired minimum level of academic preparation for the district directors. The results of the survey indicated that the Master's degree was listed by the highest number, 90, or 46.5 per cent of the reporting individuals. The Bachelor's degree plus hours was the next highest desired level of academic attainment. This level was indicated by 45, or 22.7 per cent of the reporting individuals. It is interesting to note, however, the academic area from the Doctor's degree to the Master's degree was represented by a total of 61.1 per cent of all the reporting individuals. This would give strength to the contention that the local director should hold at least the Master's

degree. Table 1, page 7, gives the complete breakdown for each surveyed group.

The next subject dealt with was that of subject matter preparation. One-hundred twenty six, or 63.6 per cent of the reporting individuals indicated that the director should have specific subject matter preparation. Preparation in at least one of the general areas of vocational education was desired by 115, or 58.1 per cent of the respondents. This preparation would include the areas of vocational agriculture, trade and industrial education, distributive education, home economics, and business education. Course work in school administration was indicated by 59, or 29.8 per cent of the individuals. Specific courses in this area were: school law, building construction, supervisory practices, public relations, curriculum, business management and finance, and history of vocational education. Related subjects also listed were educational psychology and personnel supervision.

Table 2, page 8, reveals the other areas of preparation thought to be desirable for vocational directors.

An analysis of the data represented in Table 3, page 9, reveals that the majority of the respondents, 66, or 33.3 per cent, indicated that the desired number of years industrial work experience in an area represented by vocational education is at least three years.

As a point of contrast, 16.7 per cent of the surveyed group noted the director should have at least five years industrial work experience, whereas, 8.6 per cent responded that he didn't need this experience at all.

An interesting comment made by several individuals was that the purpose of work experience is to establish individual competencies and therefore can't be measured in terms of years.

Table 1. Desired minimum level of academic preparation

Level of preparation	Number and percent each group											
	Institutions		State Directors		Superintendents		District Directors		Vocational Teachers		Totals	
Doctor's degree	0	0	0	0	0	0	0	0	2	3.3	2	1.0
Specialist degree	11	25.6	0	0	1	3.4	1	3.4	4	6.7	17	8.6
Master's degree plus hours	2	4.7	1	2.7	0	0	4	13.8	5	8.3	12	6.1
Master's degree	26	60.5	23	62.2	8	27.6	11	37.9	22	36.7	90	46.5
Bachelor's degree plus hours	1	2.3	7	18.9	10	34.5	10	34.5	17	28.3	45	22.7
Bachelor's degree	3	6.9	4	10.8	9	31.0	3	10.3	10	16.7	29	14.6
High school graduate	0	0	2	5.4	0	0	0	0	0	0	2	1.0
No definite level	0	0	0	0	1	3.4	0	0	0	0	1	.5
Reporting individuals	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 2. Areas of subject matter preparation desired for vocational directors

Subject area	Number and percent*1 each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
At least one general vocational area*2	30	69.8	16	43.2	10	34.5	18	62.1	41	68.3	115	58.1
Administration	20	46.5	11	29.7	5	17.2	10	34.5	13	21.7	59	29.8
Miscellaneous areas*3	0	0	0	0	1	3.4	2	6.9	6	10.0	9	4.5
No specific area	13	30.2	14	37.8	17	58.6	9	31.0	19	31.7	72	36.4

*1 Will not total 100.0 per cent as respondents indicated one or more areas

*2 Includes, vocational agriculture, trade and industrial education, distributive education, home economics and business education

*3 Included, industrial arts, audio-visual, agriculture and guidance.

Table 3. Desired years industrial work experience

Years	Number and percent each group											
	Institutions		State Departments		Superintendents		District Directors		Vocational Teachers		Totals	
5	5	11.6	1	2.7	3	10.3	6	20.7	15	25.0	33	16.7
4	4	9.3	4	10.8	1	3.4	1	3.4	5	8.3	12	6.1
3	22	51.2	18	48.6	4	13.8	5	17.2	17	28.3	66	33.3
2	11	25.6	11	29.7	11	37.9	8	27.6	12	20.0	53	26.8
1	1	2.3	2	5.4	5	17.2	3	10.3	7	11.7	18	9.1
0	0	0	1	2.7	6	20.7	6	20.7	4	6.7	17	8.6
Reporting individuals	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The data reveal that in regard to certification of the vocational directors it was desirable that they be qualified to hold at least the general secondary certificate and an administrative certificate. Table 4, page 11, reveals the overall breakdown in terms of the desired certification level for the local vocational directors.

To determine the extent to which the training of vocational directors was being emphasized, the institutions and state departments of education were asked to indicate whether they had a specific training program in operation, planned to have a program in the near future, or did not have, nor plan to have such a program.

Thirteen, or 30.2 per cent of the teacher training institutions reported that they were conducting specific programs for the training of vocational directors. An additional eight, or 18.6 per cent, indicated that they were planning training programs in the near future. These two categories combined for 48.8 per cent of the reporting institutions, leaving 51.2 per cent which indicated that they did not have nor plan to have such a program in the near future. The figures do not indicate a rapid growth of this program on the college level at this time.

The survey points out a somewhat different trend as reported by the state departments of education. At the present time, six, or 16.3 per cent, of the states reported specific training programs for vocational directors. However, 17, or 45.9 per cent, indicated that they were planning specific training programs to be implemented in the near future. This indicates that there will be a substantial growth in this particular phase of vocational education. This in turn will change the growth pattern in the teacher training institutions.

Table 4. Desired certification level of vocational directors

Certificate	Number and percent*1 each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
Administrative	20	46.5	20	54.1	6	20.7	19	65.5	16	26.7	81	40.9
General Secondary	5	11.6	5	13.5	16	55.2	8	27.6	32	53.3	66	33.3
Trade & Industrial	26	60.5	4	10.8	10	34.5	6	20.7	17	28.3	63	31.8
Vocational	8	18.6	17	45.9	0	0	1	3.4	3	5.0	29	14.6
None	0	0	0	0	2	6.9	2	6.9	0	0	4	2.0

*1 Will not total 100.0 percent as respondents indicated one or more certificates.

In ascertaining the opinion of the surveyed individuals as to the desired number of years teaching experience a vocational director should have before assuming such a position, the individuals were asked to respond to a number of years ranging from no years to five or more.

The reporting individuals were divided into two specific groups, three years and five years. The local directors and vocational teachers indicated they felt five years teaching experience to be necessary by a response of 51.8 per cent and 48.3 per cent respectively. Thirty-seven and two-tenths per cent of the institutions, 59.5 per cent of the state departments and 37.9 per cent of the superintendents thought that three years prior teaching experience would be sufficient. The complete figures are represented by Table 5, page 13.

Several individuals noted that prior teaching experience wasn't a very important aspect to be considered. It was also indicated that we have yet to develop sufficient criteria to accurately measure competencies which ensue from teaching experience. There are other factors that should be considered, especially when related to vocational education.

The next item to be determined was that of director-teacher communications. It should be noted here that the size of the school will be a determinant factor to be considered. The time honored situation of contacting the principal before contacting the teacher was indicated by the majority, 46.5 per cent of the reporting individuals. The next most desirable route of communications was that of the director contacting the teachers directly.

It was also reported in Table 6, page 14, that this was somewhat of a situational nature and prior agreement could be reached with the principal to avoid conflict.

Table 5. Desired minimum number of years teaching experience

Years Experience	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
More than 5	0	0	0	0	1	3.4	0	0	0	0	1	.5
5	14	32.6	9	24.3	4	13.8	15	51.8	29	48.3	71	35.9
4	6	13.9	2	5.4	1	3.4	1	3.4	5	8.3	15	7.6
3	16	37.2	22	59.5	11	37.9	9	31.0	22	36.6	79	39.9
2	6	13.9	4	10.8	7	24.1	3	10.4	2	3.4	23	11.6
1	0	0	0	0	5	17.2	0	0	1	1.7	6	3.0
0	0	0	0	0	0	0	1	3.4	1	1.7	2	1.0
Other factors	1	2.3	0	0	0	0	0	0	0	0	1	.5
Reporting individuals	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 6. Desirable routes of vocational director-vocational teacher communications

Route of Communications	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
Contact teachers directly	17	39.5	18	48.6	4	13.8	9	31.0	27	45.0	75	37.9
Convey information through principal's office	4	9.3	3	8.1	2	6.9	3	10.3	1	1.7	13	6.6
Contact principal before contacting teacher	12	27.9	15	40.5	20	68.9	13	44.8	32	53.3	92	46.5
Situational-have arrangement agreement with principal	10	23.3	1	2.7	3	10.3	4	13.8	0	0	18	9.1
Reporting individuals	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 7. Placement of vocational directors within the organizational framework of the school

Placement	Number and percent each group							
	Superintendents		Local Directors		Vocational Teachers		Totals	
Directly responsible to superintendents	19	65.5	25	86.2	44	73.3	88	74.6
Directly responsible to principal	5	17.2	1	3.4	12	20.0	18	15.3
Directly responsible to curriculum director	4	13.8	3	10.3	4	6.7	11	9.3
Other	1	3.4	0	0	0	0	1	.8
Reporting individuals	29	100.0	29	100.0	60	100.0	118	100.0

An attempt was made to determine the vocational director's place within the organizational framework of the school system. Only the superintendents, directors and teachers were polled in regards to this question. It was indicated by 74.6 per cent of these individuals that the vocational director should be directly responsible to the superintendent of the school district (Table 7, page 15).

The extent to which the vocational directors had attempted to upgrade their abilities and knowledge in the vocational areas was queried. It was found in Table 8 that all 29 of the reporting local directors had attended either a workshop or convention within the past year. Of these, 24, or 82.8 per cent, had attended the annual Utah State University workshop.

It was encouraging to note that a total of 58.3 per cent of the vocational teachers had attended either a workshop or conference in the past year. The vast majority of these had also attended the Utah State University annual workshop.

Table 8. Vocational workshop attendance

	Number and percent each group					
	Local Directors		Vocational Teachers		Totals	
Utah State University	24	82.8	29	48.3	53	59.5
General Motors	0	0	4	6.7	4	4.5
Oregon State University	1	3.4	0	0	1	1.1
University of Utah	1	3.4	0	0	1	1.1
Brigham Young University	0	0	1	1.7	1	1.1
Denver-A.V.A. Convention	2	6.9	0	0	2	2.2
Lake Tahoe Convention	1	3.4	0	0	1	1.1
Local workshops	0	0	1	1.7	1	1.1
None	0	0	25	41.7	25	28.3
	29	100.0	60	100.0	89	100.0

The degree of participation in budget making by the vocational directors for the vocational program was very aptly spelled out by the results of the survey. It was indicated by 98.5 per cent of all the respondents that the director should either prepare or assist in the preparation of the yearly budget.

Table 9. Prepare the yearly budget for the vocational program

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	43	100.0	37	100.0	29	100.0	29	100.0	57	95.0	195	98.5
No	0	0	0	0	0	0	0	0	3	5.0	3	1.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The next question related to vocational director preparation was that of the preparation of reports for program reimbursement. It was apparent by the results, shown in Table 10, that this is an important function of the director. It was also indicated that where possible these reports might better be prepared by the district clerk with assistance from the director.

Table 11 is presented to indicate the views of the five reporting groups in respect to the responsibility of directing work-study programs operated in the school systems. Although the overall concensus, 80.8 per cent, was that this was a responsibility of the director, 39.5 pe:

Table 10. Preparation of reports for program reimbursement

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	41	95.3	36	97.3	29	100.0	25	86.2	52	86.7	183	92.4
No	2	4.7	1	2.7	0	0	4	13.8	8	13.3	15	7.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 11. Responsibility of directing work-study programs in your school system

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	26	60.5	32	86.5	25	86.2	26	89.7	51	85.0	160	80.8
No	17	39.5	5	13.5	4	13.8	3	10.3	9	15.0	38	19.2
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

cent of the institutions contacted responded that this was not an important function of the director. It appears that this could be delegated with supervision by the director, to someone else in the system.

The contacting of prospective employers for participation in cooperative programs was considered to be a direct responsibility of the

vocational director. As shown by Table 12, 64.1 per cent of the reporting individuals signified that the director was responsible, whereas 35.9 per cent indicated that this could be done by the coordinator of the program or by counselors. The local directors were the only group giving a low response to this duty.

Table 12. Contact prospective employers for participation in cooperative programs

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	27	62.8	24	64.9	26	89.7	12	41.4	39	65.0	127	64.1
No	16	37.2	13	35.1	3	10.3	17	58.6	21	35.0	71	35.9
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Concerning the responsibility for administering the adult education programs, it was indicated by the majority of each contacted group that this was a major responsibility of the vocational director. Overall, 86.4 per cent of the respondents were in agreement regarding this function.

The results for each group are tabulated in Table 13, page 20.

The responsibility of contacting employers in an endeavor to reveal possible areas for vocational education training programs was determined to be an important function of the director. A total of 93.4 per cent of the queried individuals indicated that the director should be constantly

and continually surveying the community for job training possibilities. Table 14 has been prepared to outline the thoughts of the individuals contacted in the survey.

Table 13. Responsible for adult education programs being conducted in your school system

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totalls	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	38	88.4	37	100.0	25	86.2	23	79.3	48	80.0	171	886.4
No	5	11.6	0	0	4	13.8	6	20.7	12	20.0	27	113.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	1100.0

Table 14. Contact employers in an endeavor to reveal possible areas of vocational education training programs

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totalls	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	41	95.3	34	91.9	29	100.0	27	93.1	54	90.0	185	93.4
No	2	4.7	3	8.1	0	0	2	6.9	6	10.0	13	6.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	1100.0

The results, as outlined in Table 15, concerning the responsibility of maintaining continual contact with the employment service representatives, conclusively indicated this to be an important function of the local director. The respondents also indicated that in order that the program truly benefit the student, job opportunities must be constantly surveyed and made known to the student. The P.T.A., civic groups, and guidance counselors can also assist to a great extent in this area.

Table 15. Maintain continuing contact with employment service representatives

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	42	97.7	37	100.0	29	100.0	29	100.0	52	86.7	189	95.5
No	1	2.3	0	0	0	0	0	0	8	13.3	9	4.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Recommending individuals for membership on the overall advisory committee for vocational eudcation was determined to be a vital function of the local director. These recommendations are to be made to the superintendent of the school district. It was indicated in that the director will have to coordinate and function with these people, he should be able to make these recommendations. See Table 16 for the total tabulation of this question.

Table 16. Make recommendations for membership to the superintendent of the overall advisory committee on vocational education

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	43	100.0	35	94.6	28	96.6	29	100.0	57	95.0	192	96.9
No	0	0	2	5.4	1	3.4	0	0	3	5.0	6	3.1
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

With the exception of the vocational teachers, of whom 70.0 per cent indicated it to be a function of the director, the queried individuals were nearly equally divided as to the responsibility for the O.E.O. (Office of Educational Opportunity) program. It was noted by many of the respondents that this function should be delegated to someone else within the system. It was recommended that a vocational teacher be designated to direct the program with the assistance and direction of the vocational director. Table 17 indicates the responses received concerning this function.

Table 17. Responsible for O.E.O. programs being conducted in your school system

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	22	51.2	16	43.2	13	44.8	17	58.6	42	70.0	110	55.6
No	21	48.8	21	56.8	16	55.2	12	41.4	18	30.0	88	44.4
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The responsibility for the holding of conferences with vocational teachers and counselors for the purpose of keeping these individuals up-to-date and to also solicit suggestions for program improvement was the next duty investigated. That this is an important function of the local director is clearly indicated by the overwhelming majority vote of 99.5 per cent of the contacted individuals. Table 18 was prepared to show the overall response to this question.

Table 18. Hold conferences with vocational teachers and counselors to keep them up-to-date and to solicit suggestions for program improvement

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	42	97.7	37	100.0	29	100.0	29	100.0	60	100.0	197	99.5
No	1	2.3	0	0	0	0	0	0	0	0	1	.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 19 was prepared to show the opinion of the respondents concerning the supervision and maintenance of the property, equipment and facilities of the vocational program. The institutions and state departments leaned more toward this being a responsibility of the local director than did the superintendents, directors and teachers. The size of the program and the staff available to the director would dictate in part the directors' responsibility in this matter. Where possible, this function

should be delegated to a staff member for implementation with supervision from the director.

Table 19. Supervise maintenance of equipment, property and facilities concerning the vocational education program

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	34	79.1	31	83.8	19	65.5	20	68.9	26	43.3	130	65.7
No	9	20.9	6	16.2	10	34.5	9	31.1	34	56.7	68	34.3
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

To make the vocational teachers and guidance personnel aware of changes and improvements in the overall picture of vocational education, in-service programs need to be conducted. With the exception of the vocational teachers, the respondents to the questionnaire strongly indicated this to be a responsibility of the vocational director (see Table 20). Teacher training institutions and state consultants can give immense support and assistance to this phase of the program.

The cooperation and support of many individuals and the public in general is essential to the maintenance of a successful vocational education program. The school, and vocational director directly, must make a continuous effort to keep everyone informed regarding the purpose, operation and accomplishments of the program and the plans for the future.

The results of the survey, as tabulated in Table 21, indicate that the queried individuals overwhelmingly deemed this to be an important function and responsibility of the local director.

Table 20. Conduct in-service training programs for counselors and vocational education teachers

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	37	86.0	35	94.6	24	82.8	27	93.1	36	60.0	169	85.4
No	6	14.0	2	5.4	5	17.2	2	6.9	14	40.0	29	14.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 21. Keep the public informed of the vocational education program

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	43	100.0	37	100.0	28	96.6	29	100.0	58	96.7	195	98.5
No	0	0	0	0	1	3.4	0	0	2	3.3	3	1.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Approximately three-fourths of the instituions contacted indicated that the director should be responsible for the purchasing and record keeping of government surplus property. In contrast, only slightly more than one-half of the remaining respondents specified this to be an important function of the director. In this situation, the duties of the director may be to make requests to the district purchasing agent and then maintain an inventory of the equipment used in the program. Table 22 gives an overall picture of the opinions of the respondents concerning this matter.

Table 22. Responsible for purchasing and record keeping of government surplus property

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	32	74.4	24	64.9	12	41.4	18	62.1	32	53.3	118	59.6
No	11	25.6	13	35.1	17	58.6	11	37.9	28	46.7	80	40.4
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The responsibility of personal contact with parents to acquaint them with the offerings and advantages of the vocational programs was the next duty to be ascertained. This was not deemed to be a highly important duty of the vocational director. The respondents indicated that this function might be better handled by the P.T.A., civic groups and/or

guidance counselors. In all probability, the size of the program, community and staff available will determine to a large extent the actual functions of the director in respect to the personal contacts. Table 23 has been prepared to indicate the respondents opinions.

Table 23. Personal contact with parents to acquaint them with the offerings and advantages of vocational education programs

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	31	72.1	21	56.8	22	75.9	11	37.9	17	28.3	102	51.5
No	12	27.9	16	43.2	7	24.1	18	62.1	43	71.7	96	48.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

In his performance as a leader the local director should be in a position to at least assist the principal or curriculum director of the school in a consultative capacity concerning the vocational program curriculum.

The survey indicates that the individuals contacted termed the performance of the local director in review and improvement of the vocational education curriculum as important. Data in Table 24 indicate that 91.4 per cent of the total individuals queried responded in this manner.

The concensus of the polled persons was that the responsibility

for placement of students within the work-study program did not lie with the local director. Fifty-five and six-tenths of the individuals (see Table 25) indicated that these decisions could be made by counselors and vocational teachers.

Table 24. Periodically review and improve if necessary the curriculum for the various vocational instruction areas

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	38	88.4	34	91.9	28	96.6	26	89.7	55	91.7	181	91.4
No	5	11.6	3	8.1	1	3.4	3	10.3	5	8.3	17	8.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 25. Responsible for placement of students within the work-study program

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	21	48.8	17	45.9	13	44.8	13	44.8	24	40.0	88	44.4
No	22	51.2	20	54.1	16	55.2	16	55.2	36	60.0	110	55.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Building and equipment improvement should be a constant concern of the vocational director. This aspect of the program represents a considerable financial outlay and should be kept up-to-date. The making of recommendations and cooperation with the local administrators was indicated by 97.9 per cent of the individuals to be an important function of the local director. Table 26 shows the response percentage.

Table 26. Recommend and cooperate with the local administrators for the improving of facilities. (Bldgs. - equip. - etc.).

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Toals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	42	97.7	37	100.0	27	93.1	29	100.0	59	98.3	194	97.9
No	1	2.3	0	0	2	6.9	0	0	1	1.7	4	2.1
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

It seems logical to assume that the local director should be invlved, if he is to be directly responsible for the administrative supervisio of the vocational teachers, in the making of recommendations and assiting in the selection of vocational teachers. It was indicated (see Table 27) that this was a desirable function of the local director by 89.4 per ent of the individuals contacted. However, it should be noted that the sperintendents contacted were not in complete accord with the other grou contacted. A total of eight, or 27.6 per cent, responded that this s not a function of the local directors.

It also noted that he should be consulted to some degree in the screening and interviewing of candidates for vocational teaching positions.

Table 27. Recommend and assist in the selection of vocational instructors

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	43	100.0	37	100.0	21	72.4	28	96.6	48	80.0	177	89.4
No	0	0	0	0	8	27.6	1	3.4	12	20.0	21	10.6
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The survey results indicate that of the contacted individuals, 58.1 per cent thought vocational staff curricular assignments to be a prominent function of the local director. This opinion was less pronounced in the survey conducted within the state of Utah (see Table 28). The superintendents, directors and vocational teachers of Utah gave this a much lower percentage rating than did the institutions and state departments contacted in the nation-wide survey.

It would seem that if the director has been employed in light of his competence, he would be in a better position to make these assignments than would other members of the administration staff.

If the instructional program is to be kept in tune with the needs of the individuals and the agencies to be served, there is a great need for craft advisory committees to help coordinate the program. The value

of the advisory committee depends largely upon the ability of the school representative to work with it effectively. To the successful operation of this phase of the program, it would seem that the local vocational director should function in a prominent role.

Table 28. Make staff curricular assignments

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	36	83.7	34	91.9	7	24.1	16	55.2	32	53.3	115	58.1
No	7	16.3	3	8.1	22	75.9	13	44.8	28	46.7	83	41.9
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The results of the survey show that the institutions and state departments contacted gave this responsibility considerable emphasis as a duty of the local director (see Table 29). However, it was determined to be of a lesser role for the director by the individuals contacted within the state of Utah.

To assist or make recommendations concerning the formulation of policies pertaining to the vocational program and vocational personnel was determined to be an important duty of the local vocational director. By performing in this capacity the director can better coordinate the program and in turn receive better cooperation and performance from the vocational personnel. See Table 30 for the survey response percentages.

Table 29. Organize and supervise craft advisory committees

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	33	76.7	29	78.4	19	65.5	16	55.2	29	48.3	126	63.6
No	10	23.3	8	21.6	10	34.5	13	44.8	31	51.7	72	36.4
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 30. Formulate policies concerning the vocational program, and personnel

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	41	95.3	34	91.9	22	75.9	27	93.1	50	83.3	174	87.9
No	2	4.7	3	8.1	7	24.1	2	6.9	10	16.7	24	12.1
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Classroom visitation has long been termed one of the most important functions of supervisors and administrators. These visits, to be of any value, must be of a constructive nature rather than an inspection. When the visit is for a purpose that both the director and the teacher recognize to be valuable, it is likely to be regarded more highly by the teachers.

The survey indicates that the individuals contacted in the survey think that this is an important function of the local directors. Visits for the purpose of program improvement were desired by 94.9 per cent of the total group. Table 31 gives the complete percentage summary of the survey concerning supervisory visits.

Table 31. Make supervisory visits to the various vocational classes and stations for the purpose of program improvement

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	38	88.4	37	100.0	28	96.6	25	86.2	60	100.0	188	94.9
No	5	11.6	0	0	1	3.4	4	13.8	0	0	10	5.1
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Being human, the local director is not able, nor should he be expected to be able, to answer all questions or solve all problems concerning the vocational program. As indicated in Table 32, 96.9 per cent of the individuals surveyed indicated that it is a responsibility of the local director to retain the services of the state specialist and other vocational consultants when and where needed.

Local vocational directors have a stake in the activities and projects carried out by the various professional organizations. Membership and seeking active roles in local, state and national professional associations are very important considerations. It is only through

attendance at workshops and conferences that he can effectively communicate new theories and ideas to his local program.

The results show that only 1.5 per cent, two superintendents and one vocational teacher, felt that this wasn't an important function of the local director (see Table 33).

Table 32. Retain the services of the state specialist and other vocational consultants when and where needed

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	42	97.7	37	100.0	25	86.2	29	100.0	59	98.3	192	96.9
No	1	2.3	0	0	4	13.8	0	0	1	1.7	6	3.1
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 33. Attend national, state, and area conferences and workshops for vocational education

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	43	100.0	37	100.0	27	93.1	29	100.0	59	98.3	195	98.5
No	0	0	0	0	2	6.9	0	0	1	1.7	3	1.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

The query concerning the responsibility for the maintenance of library facilities for instructional materials brought a low response of importance (see Table 34). The major concern of the respondents was that this was an infringement being made upon another department of the school. The intent was that this was to be a supplemental program, providing easy access to the materials for the student as he was studying or working in the vocational department. It was not intended to be a duplication of facilities.

The prime function of the local director in this area will be to serve in a consultant capacity to the school librarian to assist in maintaining up-to-date information.

To insure the constant up-dating of the vocational program, it will be a major function or responsibility of the local director to keep constantly informed on the local job outlook. This was given a high priority rating, 98.5 per cent, by the respondents to the questionnaires (see Table 35).

Table 34. Maintain library facilities for instructional materials

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	33	76.7	26	70.3	13	44.8	19	65.5	38	63.3	129	65.2
No	10	23.3	11	29.7	16	55.2	10	34.5	22	36.7	69	34.8
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

Table 35. Keep constantly informed on job outlook

	Number and percent each group											
	Institutions		State Departments		Superintendents		Local Directors		Vocational Teachers		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	43	100.0	37	100.0	28	96.6	29	100.0	58	96.7	195	98.5
No	0	0	0	0	1	3.4	0	0	2	3.3	3	1.5
Total	43	100.0	37	100.0	29	100.0	29	100.0	60	100.0	198	100.0

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APPENDIX

The state of Utah is beginning a study through the Research Coordinating Unit to establish guidelines for the employment of Directors of Vocational Education at the local school district level. This study will consist of the establishment of qualifications, duties and responsibilities for these individuals.

One phase of this study is to contact teacher training institutions throughout the country involved in the training of vocational teachers. This is being undertaken to establish a basis for these qualifications and duties.

It would be greatly appreciated if you would complete the enclosed questionnaire and return it in the self-addressed envelope.

Thank you for your consideration.

Sincerely,

Niel A. Edmunds
Research Assistant
c/o Dr. Austin G. Loveless
Utah State University
Logan, Utah 84321

NAE:db
Encl.

The state of Utah is beginning a study through the Research Coordinating Unit to establish guidelines for the employment of Directors of Vocational Education at the local school district level. This study will consist of the establishment of qualifications and the duties and responsibilities for these individuals.

Would it be possible to receive a copy of the current guidelines being used in your state concerning these subjects? If you would prefer to make this information available on a loan basis, please indicate so that it can be promptly returned.

It would be greatly appreciated if you would complete the enclosed questionnaire and return it in the self-addressed envelope.

Thank you for your consideration.

Sincerely,

Niel A. Edmunds
Research Assistant
c/o Dr. Austin G. Loveless
Utah State University
Logan, Utah 84321

NAE:db
Encl.

A study is being undertaken by the State Research Coordinating Unit, under the direction of the State Board for Vocational Education, to establish guidelines for the qualifications and responsibilities of Vocational Directors at the local district level.

To obtain sufficient information to complete this study, it is necess ary to send questionnaires to the District Superintendents, present District Vocational Directors and select vocational teachers.

It would be greatly appreciated if you would complete the questionnai directed to you and also distribute the other questionnaires to the designated individuals. Self-addressed envelopes are provided for th return of the questionnaires.

Thank you for your consideration.

Sincerely,

John F. Stephens, Director
Utah Research Coordinating Unit

JFS/db
Encl.

A study is being undertaken by the State Research Coordinating Unit, under the direction of the State Board for Vocational Education, to establish guidelines for the qualifications and responsibilities of Vocational Directors at the local district level.

To obtain sufficient information to complete this study, all District Directors in Utah are being contacted to determine what duties they are presently performing and what duties they feel to be important functions of the position.

It would be greatly appreciated if you would complete the questionnaire and return it in the enclosed self-addressed envelope.

No attempt is being made to evaluate the competency of an individual or school.

Thank you for your consideration.

Sincerely,

John F. Stephens, Director
Utah Research Coordinating Unit

JFS/db
Encl.

A study is being undertaken by the State Research Coordinating Unit, under the direction of the State Board for Vocational Education, to establish guidelines for the qualifications and responsibilities of Vocational Directors at the local district level.

To obtain sufficient information to complete this study, select vocational teachers are being contacted to assist in determining what duties they consider to be important functions of the Vocational Director.

It would be greatly appreciated if you would complete the questionnaire and return it in the enclosed self-addressed envelope.

No attempt is being made to evaluate the competency of an individual or school.

Thank you for your consideration.

Sincerely,

Austin G. Loveless, Associate Director
Utah Research Coordinating Unit

AGL/db
Encl.

Several weeks ago you received a questionnaire requesting information concerning the qualifications and responsibilities of local Vocational Directors.

I regret that it is necessary to impose on your time, but it will require only a few minutes for you to provide this necessary information. The data you can supply is your important way of contributing to the develcpment of necessary educational programs in Utah.

Although your reply and this letter may have crossed in the mail, to date I have not received the form from you. If you have not completed the questionnaire, would you please take just a few minutes and return the completed form?

Thank you.

Sincerely,

Austin G. Loveless, Associate Director
Utah Research Coordinating Unit

AGL/db

This went to the State Departments of Education and the Teacher Training Institutions.

Please indicate the level of preparation desirable for vocational directors with respect to the following area. (Indicate by X). If you have any comments or explanations, place them to the right of the question.

1. What should be the minimum level of academic preparation for vocational directors?

   _____High School Graduate
   _____Bachelor's Degree
   _____Bachelor's Degree plus hours
   _____Master's Degree
   _____Master's Degree plus hours
   _____Specialist Degree
   _____Doctor's Degree

2. Should the academic preparation of the vocational director be in a specific subject area(s)? If so, what area(s)?

3. Should the director of vocational programs have prior work experience in an area represented by the vocational programs? (Ag.-D.E.-T & I-Home Ec.-Bus.) If so, how many years of experience?

   _____One Year
   _____Two Years
   _____Three Years
   _____Four Years
   _____Five Years

4. What teaching certificate should the vocational director be qualified to hold?

   _____Administrative
   _____Gen. Secondary
   _____Trade & Industrial
   _____Other_____

5. What is the minimum number of years teaching experience a vocational director should possess?

   _____One Year
   _____Two Years
   _____Three Years
   _____Four Years
   _____Five Years

6. Do you now have, or plan to have, a specific program for the training of vocational directors? Circle one: Have Plan to Have Do Not Have
If you have such a program, may we have an outline of it?

7. Within the framework of the school organization, indicate the most desirable route of Vocational Director-Vocational Teacher Communications.

_____Contact teachers directly
_____Convey information through principal's office
_____Contact principal before contacting the teacher

Please indicate by circling either YES or NO whether or not you consider this function to be an important duty of the full-time vocational director.

Performance of Duties			
Yes	No	1.	Prepare the yearly budget for the vocational programs.
Yes	No	2.	Prepare the necessary reports for reimbursement of the program.
Yes	No	3.	Have the responsibility of directing the work-study programs being conducted in your school system.
Yes	No	4.	Contact prospective employers for participation in cooperative programs.
Yes	No	5.	Responsible for the adult vocational education programs being conducted in your school system.
Yes	No	6.	Contact employers in an endeavor to reveal possible areas of vocational education training programs.
Yes	No	7.	Maintain continuing contact with employment service representatives.
Yes	No	8.	Make recommendations for membership to the superintendent of the overall advisory committee on vocational education.
Yes	No	9.	Responsible for O.E.O. programs being conducted in your school system.
Yes	No	10.	Hold conferences with the vocational teachers and counselors to keep them up to date and to solicit suggestions for program improvement.
Yes	No	11.	Supervise maintenance of equipment, property and facilities concerning the vocational education program.
Yes	No	12.	Conduct in-service training programs for counselors and vocational education teachers.

Performance of Duties

Yes No 13. Keep the public informed about the vocational education program.

Yes No 14. Responsible for purchasing and record keeping of government surplus property.

Yes No 15. Personal contact with parents to acquaint them with the offerings and advantages of vocational education programs.

Yes No 16. Periodically review and improve, if necessary, the curriculum for the various vocational instruction areas.

Yes No 17. Responsible for placement of students within the work-study program.

Yes No 18. Recommend and cooperate with the local administrators for the improving of facilities. (bldgs.-equip.-etc.)

Yes No 19. Recommend and assist in the selection of instructors.

Yes No 20. Make staff curricular assignments.

Yes No 21. Organize and supervise craft advisory committees.

Yes No 22. Formulate policies concerning the vocational program, and personnel.

Yes No 23. Make supervisory visits to the various vocational classes and stations for the purpose of program improvement.

Yes No 24. Retain the services of the state specialist and other vocational consultants when and where needed.

Yes No 25. Attend national, state, and area conferences and workshops for vocational education.

Yes No 26. Maintain library facilities for instructional materials.

Yes No 27. Keep constantly informed on job outlook.

If you have any additional comments or suggestions, please list them in this space:

Name_____

Position_____

Institution_____

This went to Superintendents, Local Vocational Directors and Vocational Teachers in the state of Utah.

Please indicate the level of preparation desirable for vocational directors with respect to the following areas. (Indicate by X). If you have any comments or explanations, place them to the right of the question.

1. What should be the minimum level of academic preparation for vocational directors?

_____High School Graduate
_____Bachelor's Degree
_____Bachelor's Degree plus hours
_____Master's Degree
_____Master's Degree plus hours
_____Specialist Degree
_____Doctor's Degree

2. Should the academic preparation of the vocational director be in a specific subject area(s)? If so, what area(s)?

3. Should the director of vocational programs have prior work experience in an area represented by the vocational programs? (Ag.-D.E.-T & I-Home Ec.-Bus.) If so, how many years of experience?

_____One Year
_____Two Years
_____Three Years
_____Four Years
_____Five Years

4. What teaching certificate should the vocational director be qualified to hold?

_____Administrative
_____Gen. Secondary
_____Trade & Industrial
_____Other_____

5. What is the minimum number of years teaching experience a vocational director should possess?

_____One Year
_____Two Years
_____Three Years
_____Four Years
_____Five Years

6. Within the framework of the school organization, indicate the most desirable route of Vocational Director-Vocational Teacher Communications.

_____Contact teachers directly
_____Convey information through principal's office
_____Contact principal before contacting the teacher.

7. Within the framework of the school organizational makeup, indicate the most desirable placement of the vocational director.

_____Directly responsible to the superintendent
_____Directly responsible to the principal
_____Directly responsible to curriculum director
_____Others

8. Have you, within the past year, attended a vocational workshop to improve your knowledge and skill as a vocational director? If so, when and at what institution?

Please indicate by circling either YES or NO whether or not you consider this function to be an important duty of the full-time vocational director.

Performance of Duties			
Yes	No	1.	Prepare the yearly budget for the vocational programs.
Yes	No	2.	Prepare the necessary reports for reimbursement of the program.
Yes	No	3.	Have the responsibility of directing the work-study programs being conducted in your school system.
Yes	No	4.	Contact prospective employers for participation in cooperative programs.
Yes	No	5.	Responsible for the adult vocational education programs being conducted in your school system.
Yes	No	6.	Contact employers in an endeavor to reveal possible areas of vocational education training programs.
Yes	No	7.	Maintain continuing contact with employment service representatives.
Yes	No	8.	Make recommendations for membership to the superintendent of the overall advisory committee on vocational education.
Yes	No	9.	Responsible for O.E.O. programs being conducted in your school system.

Performance of Duties

Yes No 10. Hold conferences with the vocational teachers and counselors to keep them up to date and to solicit suggestions for program improvement.

Yes No 11. Supervise maintenance of equipment, property and facilities concerning the vocational education program.

Yes No 12. Conduct in-service training programs for counselors and vocational education teachers.

Yes No 13. Keep the public informed about the vocational education program.

Yes No 14. Responsible for purchasing and record keeping of government surplus property.

Yes No 15. Personal contact with parents to acquaint them with the offerings and advantages of vocational education programs.

Yes No 16. Periodically review and improve, if necessary, the curriculum for the various vocational instruction areas.

Yes No 17. Responsible for placement of students within the work-study program.

Yes No 18. Recommend and cooperate with the local administrators for the improving of facilities. (bldgs.-equip.-etc.)

Yes No 19. Recommend and assist in the selection of instructors.

Yes No 20. Make staff curricular assignments.

Yes No 21. Organize and supervise craft advisory committees.

Yes No 22. Formulate policies concerning the vocational program, and personnel.

Yes No 23. Make supervisory visits to the various vocational classes and stations for the purpose of program improvement.

Yes No 24. Retain the services of the state specialist and other vocational consultants when and where needed.

Yes No 25. Attend national, state, and area conferences and workshops for vocational education.

Yes No 26. Maintain library facilities for instructional materials.

Yes No 27. Keep constantly informed on job outlook

If you have any additional comments or suggestions, please list them in this space:

Name_____

Position_____

Institution_____